DOCUMENT RESUME

ED 337 513 UD 028 248

TITLE	IN-D'MAND: Internships for Disabled, Minority, and Disadvantaged Students. Vocational Education Resource Package.
INSTITUTION	Evaluation and Training Inst., Los Angeles, Calif.
SPONS AGENCY	California Community Colleges, Sacramento. Office of the Chancellor.; Department of Education, Washington, DC.
PUB DATE	91
NOTE	93p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Career Education; Case Studies; College Students; Community Colleges; Compensatory Education; Cooperative Education; *Disabilities; *Educationally Disadvantaged; Evaluation Methods; *Internship Programs; *Minority Groups; Student Experience; Two Year Colleges; *Vocational Education
IDENTIFIERS	*De Anza College CA

ABSTRACT

This Vocational Education Resource Package (VERP) provides information needed to adopt and implement IN-D'MAND, an exemplary internship program for disabled, minority, and disadvantaged community college students developed at De Anza College (Cupertino, California). In partnership with local enterprises, IN-D'MAND arranges career internships for disabled, minority, and disadvantaged students. Internships, which last at least 6 months (usually 1 year), are a form of cooperative education, but are directly related to the student's major. The college pledges to diagnose academic strengths and weaknesses as they relate to job descriptions, and to provide academic solutions. Employers pledge to provide a career experience that includes mentoring and work evaluation. Case histories of four successful students complement the discussion. The IN-D'MAND Program Handbook by J. Pollock-Gilette is provided, which contains sample forms, evaluation materials, and program implementation guidelines. (SLD)

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VOCATIONAL EDUCATION
RESOURCE PACKAGE

IN-D'MAND
Internships for Disabled, Minority, and Disadvantaged Students

This package is designed to facilitate the adoption of a program for disabled, minority, and disadvantaged students developed at
DeAnza College
Cupertino, California

Prepared for the
Chancellor's Office, California Community Colleges

by

Evaluation and Training Institute
Los Angeles, California
1991

This project was supported by Vocational Education Act funds. The opinions expressed herein do not necessarily reflect the position or policy of the California Community Colleges Chancellor's Office or the U.S. Department of Education, and no official endorsement should be inferred.

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PART I: GENERAL OVERVIEW

INTRODUCTION

Vocational Education Resource Packages (VERPs) contain information necessary for the adoption and implementation of existing exemplary vocational education programs at the California Community Colleges. These programs target special student populations: disabled students; single parents and displaced homemakers; disadvantaged students; and, those with limited English proficiency. VERPs enable the dissemination of these special programs to interested colleges and provide a model and resource materials for their adoption. This VERP provides information on an internship program for disabled, minority, and disadvantaged students, developed at De Anza College.

HISTORY OF VERPs

The Carl D. Perkins Vocational Education Act (VEA) of 1984 placed a dominant emphasis on providing access to quality programs to groups of students traditionally underrepresented students in vocational education. A Planning and Future Study Committee consisting of representatives of the Chancellor's Office and local colleges predicted that the numbers of special population students at the community colleges, including the disabled, the disadvantaged, single parent/displaced homemaker, and limited English proficient, will grow significantly over the remainder of this century. In early 1990, as one effort to serve these categories of students, the Chancellor's Office funded a VEA special project to develop and disseminate a comprehensive resource model for special student populations. This VERP is a final product of that project.

DEVELOPMENT OF VERPs

Model programs were identified through a variety of methods: a phone survey of all 107 California community colleges identified a number of prospects; Chancellor's Office Special Projects were reviewed for their potential; and nominations were made by the members of the project Advisory Committee. Materials were requested on these programs and follow-up calls were made to gather additional information. The following criteria were used to determine if a program was eligible for development as

a VERP: 1) the program had documentation; 2) there was evidence of its effectiveness, usefulness or impact; 3) it had been developed, at least in part, with VEA funds; 4) it possessed the ability to be transported to and implemented at other colleges; 5) the program had been developed since 1980; and, 6) it targeted at least one of the four special student populations.

From the programs that were identified, the Advisory Committee selected 10 exemplary programs for development as VERPs. The developer's materials, existing program documentation, and other useful supplemental materials are included for use in replicating the program.

VERPs THAT WERE PRODUCED

The following 10 VERPs were produced:

I. For Displaced Homemakers and Single Parents:

SPACE II - Single Parent Adults Choosing Education

II. For Disadvantaged Students:

A. Career Beginnings

B. IN-D'MAND - Internships for Disabled, Minority, and Disadvantaged Students

III. For Limited English Proficient Students:

A. AERO - Advancement of Ethnic Representation and Opportunity

B. Bilingual Welding and Automotive

C. Outreach and Orientation for ESL Students

IV. For Disabled Students:

A. Basic Food Service Training

B. Center for the Vocationally Challenged - Business PC and Computer Programming Training

C. High-Tech Center

D. Workability

ORGANIZATION OF THIS DOCUMENT

Part II, developed by De Anza College and organized by the Evaluation and Training Institute, presents an overview of the program, including its history, applicability, and overall effectiveness. Part III presents a handbook for developing this internship program.

PART II: OVERVIEW OF THE PROGRAM

HISTORICAL BACKGROUND

IN-D'MAND is one of only two programs in the nation which advocates for the experimental learning needs of THREE groups of targeted students: disadvantaged; disabled; and, minority. De Anza College began the IN-D'MAND program in 1988.

MAIN FEATURES OF THE PROGRAM

In partnership with local enterprises, IN-D'MAND arranges career internships for disabled, minority, and disadvantaged students. Internships last no less than six months and generally continue for one year. To qualify, candidates must have completed a significant number of units in their fields of study, maintaining a grade point average of at least 2.5. Before placement, candidates work through a rigorous series of steps which assure company managers that they will receive a well-prepared employee to complement the work team. In this partnership, De Anza pledges to diagnose academic strengths and weaknesses as they relate to job descriptions and then to prescribe solutions -- a specialized course in Accounting, for example. In return, employers pledge to provide a career experience which includes mentoring and work performance evaluation. Interns work 20 hours per week during the academic year and 40 hours during the summer at an average wage of $9 per hour; the range is $6 to $13 per hour. Average student earnings reach $10,000 per year.

Career internships enhance the marketability of De Anza's career training programs by providing quality work experiences for those students who face the greatest hurdles. IN-D'MAND negotiates students through the first -- and often most complex -- hurdle, the human resources office of large companies. Next, IN-D'MAND assists students in understanding how their skills and needs match company requirements. Most importantly, career interns apply classroom instruction (theory) to real work challenges as they receive guided feedback on their performance. Finally, interns benefit from career mentoring by company managers who make professional commitments to assist eager students.

The coordinator of the program meets with intern managers to discuss issues related to the special backgrounds of IN-D'MAND students. In addition, the coordinator refers managers to specialists on campus who can answer questions concerning issues such as assistive computer equipment, hearing and sight impairments, and English as a second language.

COMPANY SUPPORT

- IBM recognized the merit of the IN-D'MAND concept when it furnished a Faculty on Loan to develop the idea (1987-89). Later the Federal Sector Division (FSD) of IBM worked IN-D'MAND interns into their supplemental employment program.

- Syntex Corporation committed $20,000 to pay intern salaries.

- Unisys Corporation contributed $2,000 in cash to the program.

- IBM contributed $1,500 to distribute the videotape developed by DeAnza that describes the program and its benefits.

- Six companies are represented on the IN-D'MAND Advisory Board:

    - Syntex
    - Eakins
    - Analog Devices
    - Hewlett Packard
    - Lockheed
    - IBM

  These companies have come to depend on professional interaction with De Anza College. Their representatives appear in the IN-D'MAND videotape and their company names on the brochure.

EVIDENCE OF EFFECTIVENESS OR IMPACT

The following pages illustrate IN-D'MAND's success.

IN-D'MAND - Measures of Success

1.0 Quality of Internships (examples)

Software Engineering - IBM Federal Sector Division, Santa Clara

Accounting - Hewlett Packard, Palo Alto

Research Lab Assistant (Biology Major) - IDEC, Mtn. View

Graphic Arts - Lockheed Missiles & Space, Sunnyvale

Computer Operations - Syntex Corporation, Palo Alto

Engineering Aid - NASA/Ames, Moffett Field (Mtn. View)

Community Liaison - Sí Se Puede Project, Santa Clara County Office of Education, San Jose

2.0 Length of Internships - None less than six months; most one year. Seven of the first ten interns were asked to continue working past their first year.

3.0 Recognition

3.1 IN-D'MAND Advisory Board with representatives from Syntex, IBM, Lockheed Missiles & Space, Hewlett Packard, Eakins Open Systems and Analog Devices. Meets every six months (1.5 years in operation).

3.2 Syntex Corporation has committed $20,000 each year for two years to hire IN-D'MAND interns (1989-1991).

3.3 Unisys Corporation donated an unrestricted $2,000 for program costs (1990).

3.4 The De Anza College Student Body (DASB) donated $2,000 toward costs for a program assistant (1990-1991).

3.5 Federal Sector Division of IBM assigns IN-D'MAND interns who are the first community college students at FSD. Other cooperative education students come from San Jose State University, Cal Poly and Cornell.

3.6 Chancellor's Office, California Community Colleges, awards $25,000 to develop more internships, produce a video and prepare and handbook (1989-1990).

3.7 De Anza College commits $20,000 in district budget to sustain the experimental work started through the IBM Faculty on Loan Program and vocational education (1990-1991).

4.0 Student Success Stories

4.1 Susan is a single parent who returned to school through the EOPS/CARE Program. About the time she was completing an A.A. Degree in Microcomputer Business Applications (Susan was the first graduate of this new program), she began interviewing for several internships with IN-D'MAND. Susan chose to work in the Corporate Information Services area of Syntex Corporation as a support specialist with analysts and programmers. Syntex is a multinational pharmaceutical company. Finally, Susan was hired as a full-time, permanent staff assistant in engineering accounting at Syntex. Susan's story appeared in Syntex World (September/October, 1990) where she was quoted to say: "The counselors at IN-D'MAND helped me with everything. I had never had a real job--a professional position. I had never written a resume; I wasn't prepared for interviews. But they're not just preparing you for a job; they're preparing you for a career."

4.2 Deaf since birth, Stephen came to De Anza to continue his studies in computer science. After achieving candidacy for IN-D'MAND, Stephen interviewed with Syntex, filling an internship of another IN-D'MAND intern who trained him before she left. With a TDD and amplification equipment for the telephone, Stephen handled inquiries to a Syntex database on a six-month internship. Stephen recently started on a supplemental employment contract with IBM where he applies knowledge of both software and hardware in a fast moving, varied job.

4.3 Quang served five years in supervisory positions with the United States Navy and the Vietnamese Navy during the Vietnam War. Held captive for five years after 1975, Quang suffered loss of vision from malnutrition. He escaped, spent one year in a refugee camp in Thailand, arrived in the United States, and within eight years earned a B.S. degree in Computer Science from San Jose State University. He came to De Anza to keep current his computer skills and discovered the services of the Physically Limited Program and the IN-D'MAND Internship Program. The Federal Sector Division of IBM assigned Quang to upgrade software used to track U.S. Navy satellites. His cooperative education internship has been extended seven months beyond his full internship year. Quang is currently taking a course in accent reduction in preparation for a speech he will deliver at the upcoming IN-D'MAND Luncheon attended by IN-D'MAND supervisors and human resources representatives. English is his third language.

4.4 Vanda is a single parent, participant in the EOPS/CARE Program at De Anza College. Working on an A.A. Degree in Business Administration, with plans to go to Stanford one day, Vanda started at Syntex as a Computer Tape Librarian, tracking and retrieving information for national and international customers, assisting vendors, and doing data entry. Vanda reports in a De Anza College EOPS Newsletter (Winter, 1991) that "the hands-on experience is good, and puts you one step ahead of graduates without work experience in their major." Vanda also serves as a student member of the EOPS Advisory Board and Student Representative for the Educational Diagnostic Center at De Anza.

March 17, 1991

PART III: INFORMATION TO FACILITATE ADOPTION

RESOURCES

Start up costs were borne by sources outside of De Anza College. IBM provided an IBM Faculty on Loan for two years (1987-89). Special Education sabbatical leave dollars and federal vocational education funds supported coordinator costs during 1988-90. On the whole, IN-D'MAND has followed a curve that assures cost effectiveness with time. That is, the very first internships at Syntex and IBM were quite expensive to develop in terms of staff time, while subsequent placements were less expensive. With Syntex and IBM in the lead, placements have become increasingly less expensive because other companies have followed suit and because new IN-D'MAND interns have replaced existing IN-D'MAND interns. Replacement costs are low. Currently, a coordinator, with 8 hours per week of clerical support, manages the activities of 100 students throughout the year at varying stages from (a) preparation for placement to (b) placement to (c) follow up to (d) post-placement evaluation; the coordinator also develops internships at company sites as well as works with the IN-D'MAND Advisory Board. The cost per student is $274.

INFORMATION SOURCE

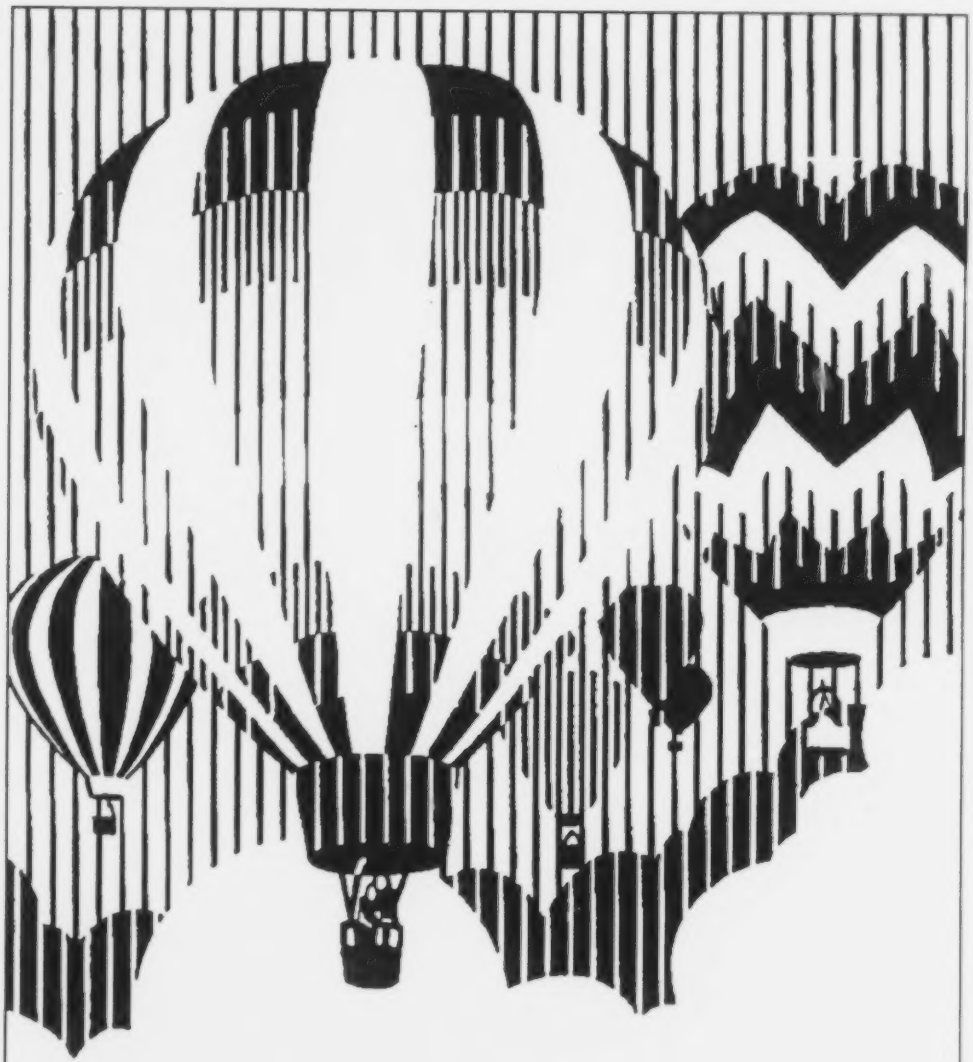
Further information about starting a program like IN-D'MAND can be requested from:

Dr. Lois Bandeira-Locci
Coordinator
IN-D'MAND Program
De Anza College
21250 Stevens Creek Boulevard
Cupertino, CA 95014

(408) 864-8377

PART IV: RESOURCE MATERIALS

The following is a handbook developed by De Anza College to facilitate the creation of new programs modelled after the IN-D'MAND Program. It details information about the internship program and suggested program guidelines. Information is given on the recruitment of participants (including an Interviewing Guide), the recruitment of companies, and the placement of interns. The handbook also includes many of the forms necessary to run the program efficiently, such as a Student Application Packet, a File Checklist, and various other data forms.



IN-D'MAND

Program Handbook

This activity was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

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IN-D'MAND Program Handbook

by

Janet Pollock-Gillette

Julie A. Callahan, Editor

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Special Recognition
Founders of IN-D'MAND

IBM CORPORATION

Bernard Roth
Faculty on Loan Program

DE ANZA COLLEGE

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De Anza College

IN-D'MAND Program Handbook

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IN-D'MAND Program Handbook

The Program

What is IN-D'MAND?

IN-D'MAND stands for Internships for Disabled, Minority, and Disadvantaged (DM&D) students. The program began in November, 1988, at De Anza College in Cupertino, California.

What is internship?

Internship is an educational tool by which students are placed in real jobs in companies, agencies, and institutions that are directly related to their major field of study. The educational institutions (which may be high school, two-year or four-year colleges) work cooperatively with employers in the private and public sectors to improve the educational process and the future labor force. Thus, internship is a form of Cooperative Education or co-op.

What is the difference between internship and co-op?

Most of us associate the term "intern" with the medical profession. We know that medical students are required to perform a certain amount of supervised work before they become practicing physicians. In the same way, *an internship in any field must be directly related to a student's major.*

However, co-op takes many forms and may mean placing students in a job where they can benefit from learning the general work practices in a professional setting but which may not be related to career interests. While they may learn the unwritten rules of a good employer-employee relationship and good work habits, they are not necessarily defining or refining their career choice.

Why was IN-D'MAND started?

IN-D'MAND was started to fill a void in the educational needs of DM&D students as well as enhance existing programs and services.

Data showed that retention and transfer rates among DM&D students in the state of California and at De Anza College were unacceptably and disproportionately low, indicating a need for greater support services and more responsive programs.

Research proved that cooperative education is an excellent tool for promoting retention, transfer, student commitment and maturation, and success with the transition from school to the labor force.

Existing services and programs that serve DM&D students, such as the Career Placement and Planning Center and Cooperative Education, the Career Development and Employment Program, Counseling, Physically Limited Services, Extended Opportunity Programs & Services (EOPS), and A Starting Point, all indicated needs that could be served through an internship program especially for the DS&S populations they serve. Reasons cited included the following:

- Attention to special needs of DM&D students
- Assessment, preparation, and experience for future permanent job placement
- Additional income for tuition, books, and personal expenses
- Assistance in selecting, confirming, and refining a major
- Further development of English language skills and professional skills

While many companies are committed to and highly involved in Affirmative Action and Equal Opportunity Employment, they are often frustrated in their recruitment efforts because of a lack of qualified applicants. DM&D individuals remain a virtually untapped resource and continue to be under-represented in many key positions in the labor force. Many feel that the lack of role models and mentors in professional positions makes DM&D students feel that their careers may be inhibited. As a result they may limit their aspirations.

How was IN-D'MAND started?

The Intercultural/International Studies and Special Education Divisions of De Anza College worked cooperatively to start the IN-D'MAND Program. Through the IBM Faculty Loan Program, Mr. Bernie Roth, a long-time manager and management trainer with the company, was loaned to the College for the academic years 1986-87 and 1988-89. Mr. Roth researched the needs of the college, developed the concept of a specialized internship program, determined business and community interest, designed the program, and assisted with the process of development and implementation. A coordinator was hired in November, 1988, and the first intern was placed in February, 1989, at Hewlett Packard in Palo Alto as an accounting intern.

What is the purpose of IN-D'MAND?

The goals and objectives of the program for students are four-fold:

1. Provide job experience directly related to student educational and career goals

2. Raise students' levels of confidence and competence

3. Assist students in confirming career choices and understanding business cultures

4. Prepare students for advanced education and the world of work

Who is eligible for IN-D'MAND?

To be eligible for IN-D'MAND, students must satisfy the criteria to prove that they: have a disability, are from an ethnic minority, or are financially disadvantaged. They may be eligible in one or more of these areas.

Eligibility can be determined as follows:

Disabled Students:

- Students must have their disability documented by their doctor
- Forms can be picked up at Physically Limited Services (PLS)
- If students have a form on file at De Anza College, they may give one of their reference forms (IN-D'MAND Application Packet) to a PLS staff member who will verify their disability and provide a reference
- Students may qualify if they have a physical, emotional, and/or a learning disability
- Note: Students who have one or more disabilities may want to discuss with the program staff what they wish communicate to employers

Minority Students:

- The State regulates which ethnic groups are considered under-represented minorities
- Currently these guidelines include persons of Black, Hispanic, Native American, Filipino, and Asian heritage
- Self-declaration is accepted as proof of a person's ethnicity

Disadvantaged Students:

- Students also quality for the program if they are financially disadvantaged
- Income criteria as defined by the State Financial Aid system are acceptable
- If the IN-D'MAND program is receiving VEA funding, the National Poverty Level may be used. These income criteria are considerably higher than State standards and will allow more students to join the program. (See **Vocational Education Data Form**)

- Proof of income is required to determine eligibility, including State Financial Aid documentation, Untaxed Income Verification Forms, Income Tax Forms, and so on

- Any student receiving public assistance such as AFDC, General Assistance, or Social Security, will qualify under either set of financial requirements

- Contact the Financial Aid Office or Extended Opportunity Programs & Services (EOPS) for further information on compliance.

How does the program operate?

The Coordinator is the central figure in running the IN-D'MAND Program. S/he is responsible for recruiting, training, counseling, and placing students, as well as recruiting, educating, and training employers and the supervisors they assign. In addition, the Coordinator represents the program in every facet of campus life. Administration, faculty, staff, and the student body all have a vested interest in the success of this program. The Coordinator's job is to help them realize that success.

The Program Coordinator should function as both a vocational counselor and a personal counselor. S/he should have a Master's degree in Vocational Rehabilitation Counseling, Counseling, Social Work, Special Education, or a related field.

The Coordinator should develop a support group on campus consisting of key supporters of the program who may be actively involved in its administrative decision-making and progress. Members may be from the Special Education (Physically Limited Services, Career Development and Employment Program, Educational Diagnostic Center) and Intercultural/International Studies Divisions (EOPS), Financial Aid, Counseling, the Educational Diagnostic Center, or Career Placement and Planning (Cooperative Education). Meetings may be regular or called on the basis of need. Some or all of these participants should be on an Advisory Board along with representatives from industry.

Recruiting

How are students recruited?

Students often discover IN-D'MAND by word of mouth. However, publicity is an important task that validates the program's existence and reputation. Posters, flyers, banners, and brochures are all good ways to spread the news (for example, see **Why Co-op?**, later in the document). Key locations to distribute them include the Special Education and Intercultural/International Studies Division offices (and other division offices), the Career Placement and Planning Center, Counseling, Financial Aid, Student Activities and Student Government offices, the Information Booth, and at a reserved table in the campus center lobby.

Certain regular campus events create good opportunities for distribution of publicity, such as:

- Club Day
- Career/job fairs
- Student club events/meetings
- College Day (see college recruiter)
- Counseling Office activities
- Division meetings
- De Anza Day (fair)
- Flea Markets

If it is appropriate, a presentation about the program makes the literature meaningful and a **Sign-up Sheet** for interested students (be sure to get a social security number to track down current addresses and phone numbers) speeds up a second contact.

Invite students who express interest to make an appointment to discuss the program further individually or in groups. During this time the program can be reviewed in detail.

The following list from the **Student Application Packet** covers this information nicely and can serve as a checklist to complete the application process.

MINIMUM QUALIFICATIONS: Students must:

1. Have achieved at least a 2.5 GPA in 24 or more completed quarter units of which 12 units must be in present major
2. Make commitment of six months to one year, depending upon their placement
3. Make a commitment to work 10 to 20 hours per week during the school year and 20 to 40 hours during the summer, depending upon their placement
4. Take at least 10 units during the school year and one course during the summer at De Anza College
5. Have declared academic or career objectives
6. Have two references, one from a De Anza faculty in their major and one from a staff member in the appropriate division
7. Have good English communication skills and basic knowledge and skills in the major field.

APPLICATION PROCEDURES: (Checklist)

Each applicant must submit the following information:

__ 1. Application form

__ 2. Copy of transcript or grade sheet for all college courses completed at any other colleges

__ 3. Two completed reference forms: one from faculty in your major and one from staff

__ 4. A personal statement. In your own words, please describe:

   a. Your future education and career plans

   b. Your reasons for applying to the IN-D'MAND program

   c. Your anticipated arrangements for managing your responsibilities while participating in a relatively full-time academic internship program

   d. Your projected class schedule for the next 12 months. Please be specific about what you will take and when. You may include internship units

It is often helpful at one of these sessions to invite students, who are or have been successfully placed, to discuss their experience with the program and answer questions or to show the program video. Examples of student successes will give new recruits a sense of how the program works and its goals and objectives. The Coordinator's enthusiasm and thorough knowledge of the program will heighten student interest.

To keep in touch with students who sign up but are not ready for a meeting, maintain a mailing list and send them program literature when available. Keep track of correspondence on a **Student Contact Record** and a **Mail Log**.

How do students become IN-D'MAND candidates?

1. The student is given a **Student Application Packet**

2. The Coordinator meets briefly with the student to ensure s/he understands the procedures. During this initial meeting, the Coordinator can provide career counseling and/or referral to appropriate services on campus

3. Student information is recorded on the **Interested Student Form** and a **Student Contact Record** to keep a record of all students served. The **Vocational Education Data Form** also is completed, and the student signs it if VEA dollars are currently funding the program

4. Potential candidates are followed up with mailings and telephone calls

5. Once all application materials have been submitted, a student file is made up

6. The Coordinator conducts a Program Interview using the **Interviewing Guide** as a source of questions, and the **Interviewer's Comment Form** to record the results

7. The Coordinator and student review pertinent program policy and procedures to ensure they are clearly understood

8. Following the Program Interview, the student becomes a program candidate

9. With assistance from the IN-D'MAND program, the student develops a resume (see **Resume Form**), which is mailed to employers along with a **Condensed Application Form**

Candidates for the program require the skills of a mediator, enabler, advocate, and counselor. Students bring their entire academic, social, emotional, and physical life into the program office. It is the Coordinator's responsibility to filter out the issues that will affect employers adversely, such as transportation, scheduling, personal problems, family matters, and academic difficulties. The Coordinator works with the students to develop them into marketable employee packages. Like all of us, students need their self-confidence boosted, their self-esteem kept intact, and their thoughts organized. Employers only want to know that the individual can perform the required duties for a given job. Later, when a student intern has a personal concern that is affecting his/her work, it may then be appropriate to address this with the employer.

How are employers recruited?

The Program Coordinator's greatest challenge is to recruit employers and place students in internship positions. Creativity, persistence, charisma, enthusiasm, professionalism, and patience are all necessary virtues in performing this task. Begin by getting contacts in local companies. Organizations like the Business Resource Advisory Group (BRAG) or the Bay Area Coalition for the Employment of the Disabled (BACED) may offer time to do a presentation at one of their meetings or allow a sign-up sheet to be circulated on behalf of the program.

Contact people do not have to become program representatives, but merely referral agents who can point you to the appropriate person. Possibilities for an entry point include:

- Affirmative Action/Equal Opportunity Employment Specialists
- Human Resources Representatives (Recruiters, Generalists)
- Key Managers
- Community Relations Representatives

- University and College Relations Representatives
- Cooperative Education Coordinators
- Other interns in placement

Keep track of all contacts with the **Company Contact Record**. With each contact and step toward the appropriate person, a "sales pitch" for the program must be done. Many times a busy individual will speak for a whole company and suggest they are not interested. You may find it helpful to list other companies who have been involved with the program, or to describe a student placement that was particularly successful.

Have a list of program goals and successes at hand. Use the names of other contacts in the company who referred you to this person and mention their support. Have a plan of action in mind. For example:

1. **Visit** - Offer to make a visit to discuss the program further

2. **Information** - If the visit is refused, offer to send some material concerning the program (Information Packet) which should include the following:

   - **Company Recruiting Letter**
   - **IN-D'MAND Guidelines**
   - College calendar (indicating the majors available)
   - Coordinator's business card

   (Keep track of all mailing to employers with the **Mail Log**).

3. **Follow-up** - The letter in the packet should state that you will follow up with a call to set up a meeting time to discuss the program further.

4. **Meeting** - In arranging the meeting, ask if others in the company who may be interested may also attend (for example, front-line managers, Human Resource Representatives, this person's supervisor or subordinates, and so on), as well as a graduate of the IN-D'MAND Program or an Administrator from campus who supports the program

(for example, Division Dean, President, Vice President, Faculty Member, and so on). Ask for a conference room, if available. Ask for arrangements to show the program video.

5. **Presentation/Video** - Conduct a five- to ten-minute presentation for the company representatives and take questions. Pass out program material and review it briefly (for example, **IN-D'MAND Guidelines, Why Co-op?**). Have the student prepare a brief presentation on the benefits of experience with the program. Also be prepared for a more informal meeting in someone's office.

6. **Sign-up** - Have everyone sign a sign-up sheet if they are interested in assisting the program or interviewing/employing students. Get their business cards.

7. **Send Resumes** - With their permission, offer to send student resumes to the company. Give out your business card and invite them to call you with their specific needs. Be positive about being able to get them the type of student they need. If you have appropriate students available, give them their resumes for review at the meeting. You may also give them resumes for professional review and feedback in order to give students advice and exposure. Record any resumes given out on the **Candidate Resumes Sent to Companies Form** and place it in the company file. Make note of it in the student's file as well.

8. **Advisory Board** - Once an employer has made a commitment to place students and has maintained involvement with the program for some time, it is a good idea to invite a representative to be a member of the IN-D'MAND Advisory Board. This will help to solidify their commitment and put their expertise and contacts at the program's disposal.

9. **Supervisors** - When a student has been placed at a company, the Coordinator now has a place to begin working with other company staff. Supervisors, after finding how beneficial one student is, may be interested in another intern in a second position. Or they may consider replacing their first intern when his or her internship is over with a new one at the same position. In this way, the previous intern can train the new intern.

10. **Invite** - Invite any of these contacts (supervisors, recruiters, or managers) to IN-D'MAND Program functions (Annual Luncheon, club meeting, intern's meeting on site, Advisory Board meeting, and so on). Ask them to speak to a group about their expertise in a particular area of business.

11. **Newsletter** - Keep in touch with employers by sending out a brief newsletter with current program information, events, and successes.

12. **Send Resumes Quarterly** - Candidate resumes can be sent to interested empolyers at any time, but also should be sent out on a regular basis three to six weeks before the beginning of every quarter. These Candidate Resume Packets should contain the following:

    - **Resume Packet Letter**
    - **Condensed Application Forms** paired with appropriate resumes
    - Coordinator's business card
    - Note: Place a **Candidate Resumes Sent to Companies Form** in the company file to avoid sending unchanged duplicates to employers

Placing Interns

How are candidates placed?

- When an employer calls with interest in a particular candidate or in filling a position, use the **Job Order Form** to record their specific needs.
- The Coordinator can discuss the candidate's qualifications and skills but not confidential personal information. While some personal information is appropriate (such as need for wheelchair access), most is not. The Coordinator also must be careful to avoid biasing employers toward certain candidates.

- Try to arrange for at least two or three candidates to interview for the position.

- The Coordinator should act as a liaison to arrange interviewing times and places.

- The Coordinator should meet with the student before the interview to rehearse and go over the **Candidate Interview Referral Form**.

- The employer should only speak to the candidate at the interview and not before. At the interview, the candidate should gather the information requested on the Candidate Interview Referral Form as well as the answers to the three questions they have prepared beforehand.

- The Coordinator should be sure to get feedback from interviews on all candidates and record it on the **Candidate Interview Referral Form** in the space labeled "For Office Use Only."

- The interview experience should be discussed with each candidate within a few days. Review the information collected on the **Candidate Interview Referral Form** and return it to the candidate's file.

- When the employer makes a choice, arrangements must be made for a start date, weekly hours, specific duties, adaptive equipment, transportation, and class schedules. (Students often get excessively concerned about these issues before a job offer is made. This is inappropriate and distracting to all concerned and should be avoided. Students can be reminded of the benefits of the interviewing experience itself. Employers often become extremely flexible when they are interested in a candidate.)

- Interns should go directly to the Cooperative Education Office in order to enroll in the COOP 50 course to receive units for their internship. They should tell the Cooperative Education staff that they are an IN-D'MAND student. Interns will go through orientation and be required to purchase the necessary forms from the bookstore.

- Students also will be assigned a coordinator from the Cooperative Education office. This coordinator is responsible for evaluating their work experience for college credit. All concerns that do not involve their units, such as interpersonal problems at work, physical illness or injury, stress, assignment of duties unrelated to their internship, and so on, should be reported to the IN-D'MAND Program Coordinator.

How often should interns be contacted?

- Interns should be contacted by telephone weekly for their first month of work, and bimonthly after that.

- The IN-D'MAND Program Coordinator should make a placement visit to meet the student's supervisor within the first month of their start date and at least once per quarter during their entire internship.

- In the final month of internship the coordinator should make a final visit to conduct separate debriefing sessions with the intern and the supervisor. Use the **Student Evaluation-Internship** and the **Supervisor Evaluation-Internship** forms to evaluate the experience for both parties.

De Anza College

IN-D'MAND Program

Program Guidelines

1. Preface

Academia and industry cooperate in various efforts to offer students opportunities to enrich their educational experiences and facilitate the pursuit of their careers.

Studies show that students who are, or have been, in work experience programs do better academically and in jobs that non-participating students.

The De Anza College work experience program, IN-D'MAND, has been established specifically for disabled, minority, and (financially) disadvantaged (DM&D) students seeking careers in diverse fields of interest. The intent of this program is to improve the skills, competence, and self-confidence of DM&D students.

This document presents guidelines to assure the successful operation of the program. It is essential that all participants in the program understand these guidelines and apply them as required.

2. Description

IN-D'MAND is a cooperative effort between De Anza College and local enterprises to provide DM&D students at De Anza an environment that combines work and study while they pursue career or academic goals.

In the six-month or one-year programs, student interns work part time during the regular three quarters and full time during the summer quarter while attending class at De Anza College. Interns receive compensation and college credit for their work while in the program.

Jobs assigned to interns will be entry-level positions closely matched to their career or academic goals.

3. Criteria

Enrollment Eligibility:

- Currently a De Anza student who is disabled or minority or disadvantaged.
- Completed 24 college units, 12 of which must be in the major.
- Accumulated a GPA of at least 2.5.
- Recommended by a qualified De Anza staff member and faculty in major.

Selection:

- Declaration of educational/career goals.
- Commitment to work and class schedules.
- Demonstrate basic skills required for work positions.
- Interview with and acceptance by In-D'MAND staff and participating employer.

Participation

- Agree to conditions of internship.
- Maintain satisfactory or higher level performance on the job.
- Show progress toward career objectives.
- Comply with employer and college rules, regulations, and policies.
- Enroll in internship curriculum.

4. Procedures

- Meet eligibility requirements.
- Submit application for screening.
- Accepted applicants interview with program coordinator.
- Selected applicants interview with employer.
- Notification of acceptance as intern.
- Complete agreement forms.
- Begin internship.

5. Contacts

IN-D'MAND Program:

- Coordinator: Lois Bandeira - Locci (408) 864-8377 or 864-8828
- Special Education: Deborah Stern (408) 864-8956

De Anza College

IN-D'MAND Program

Interested Student Form

Date: _____ Quarter: _____

Name: _____

Phone#: _____ SS#: _____

Address: _____

Major: _____ Units in Major: _____

Job Interest: _____

_____

Disability (specify): _____

Ethnic Minority (specify): _____

Low Income/Financial Aid Recipient? Yes ____ No____

Follow-up:

_____ I would like more information about the program.

_____ I would like an application form sent to me.

De Anza College

IN-D'MAND Program

Sign-up Sheet

I Want to Know More About the Program...

Name	Phone	Social Security #

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DeAnza College

IN-D'MAND Program

Why Co-op?

GET THE EDGE AND THE FEEL

1. Helps you choose your career or **major** to see if you really like it.
2. Gives you an idea of the **job possibilities** in your major.
3. To find out what it's like to work in a regular job.
4. Helps you get the **skills** and practical experience you need in your **career**.
5. To build your **resume**.
6. Helps you get a job when you graduate because you make **contacts** in your **field** and have ***real*** experience.
7. Gives you a chance to try out your interests and talents at a **professional** level job.
8. Allows you to work with equipment the college doesn't have.
9. Helps you develop professional interaction and communication skills.
10. Boosts your **educational goals** because you see how useful your studies are in a job.
11. Helps you enter **graduate** school.
12. Gives you a greater understanding of yourself and others.
13. Makes you mature faster.
14. Increases your sense of responsibility, judgement, and self-confidence.
15. Highlights your strengths and weaknesses.
16. Gives you some extra ***bucks***.
17. Helps speed up the process of getting **under-represented minority** students into majority-dominated jobs.
18. To earn units and convince universities that you're a serious transfer student.

De Anza College

IN-D'MAND Program

Application Procedures

Preparation for Candidacy: the following items must be completed *before* you can be considered for an internship position:

• References (2)	De Anza Faculty or Staff
• Personal Statement	No more than two pages in length (see application packet for details)
• Transcripts	From all colleges attended
• IN-D'MAND Interview	Call for an appointment or stop by approximately four days after turning in application
• IN-D'MAND Resume	Call for an appointment or stop by when you have completed 12 units in your major and 24 units overall, with a GPA of 2.5 or better
• Internship Candidacy Update	To maintain eligibility, you must call or stop by the IN-D'MAND office at least *once per quarter* to update your files and resume; we need to be informed of any changes or problems you may have relating to IN-D'MAND
• Candidacy	Your resume will be circulated

If you have any questions regarding the application process, please call the Program Coordinator at IN-D'MAND, (408) 864-8377. Thank you.

De Anza College

IN-D'MAND Program

STUDENT APPLICATION PACKET

An Internship Program for Disabled or Minority or Disadvantaged Students in Cooperation with Leading Companies in the Area

APPLICATION INFORMATION

IN-D'MAND is an internship program—a cooperative effort between De Anza College and selected local enterprises. This program has been established specifically for disabled, minority and/or disadvantaged students at De Anza College who seek careers in diverse fields of interest. Interns in the IN-D'MAND Program receive hourly pay and college credit for their work.

GOALS:

1. Provide job experience directly related to student educational and career goals.

2. Raise levels of confidence and competence.

3. Confirm career choices and understand business cultures.

4. Prepare students for advanced education and the world of work.

MINIMUM QUALIFICATIONS: Students must:

1. Have achieved at least a 2.5 GPA in 24 or more completed units of which 12 units must be in present major.

2. Have commitment of six months to one year depending upon their placement.

3. Make a commitment to work 10 to 20 hours per week during the school year and 20 to 40 hours during the summer depending upon their placement.

4. Take at least 10 units during the school year and one course during the summer at De Anza College.

5. Have declared academic or career objectives.

6. Have two references, one from a De Anza faculty in their major and one from a staff member in the appropriate division.

7. Have good English communication skills and basic knowledge and skills in the major field.

APPLICATION PROCEDURES:

Each applicant must submit the following information:

1. Application form.

2. Copy of transcript or grade sheet for all college courses completed at any other colleges.

3. Two completed reference forms: one from faculty in your major and one from staff.

4. A personal statement. In your own words, please describe:

   a. Your future education and career plans.

   b. Your reasons for applying to the IN-D'MAND Program.

   c. Your anticipated arrangements for managing your responsibilities while participating in a relatively full-time academic internship program.

   d. Your projected class schedule for the next 12 months. Please be specific about what you will take and when. You may include internship units.

Your statement should be typed or legibly handwritten; two-page limit.

NOTE: Only after the IN-D'MAND office has received all of the above documentation will applicants be considered for interviews. After submitting completed application requirements, you must call our office at (408) 864-8377 approximately four (4) days later to discuss your application, the program, your particular area of interest, and to ask any questions you may have.

Send application to:

De Anza College
IN-D'MAND Program
21250 Stevens Creek Blvd.
Cupertino, CA 95014

De Anza College

IN-D'MAND Program Application Form

PERSONAL INFORMATION (please type or print)

Date _____

Name _____
Last First M.I.

Address _____
Street City State Zip

Phone# (___) _____ Soc. Sec. # _____

U.S. Citizen? _____ Perm Res.? _____ Alien Reg. # _____

Internship Position Desired _____

How did you find out about IN-D'MAND? _____

Disability (specify) _____

Minority (specify) _____

Financial Aid Recipient/Low Income? Y___ N___

ACADEMIC INFORMATION

Now attending : De Anza College _____ Other (specify) _____

Major _____ Units in Major ____ G.P.A. in major ____

Total Units Completed To Date _____

Overall G.P.A. _____

Other College work (specify where and what was done)

_____

_____

_____

_____

COURSE WORK

List by name all college level courses completed or currently enrolled in that are relevant to your major or employment:

Course Name	Grade	College	Year

EMPLOYMENT HISTORY

Begin with current or most recent employment.

Dates: mo/yr From: To:	Employer, Company, Address, Phone	Salary	Position	Reason for Leaving:

REFERENCES

List below the names of De Anza College Instructors/Staff who will submit Reference Forms. At least one reference must be from an instructor who teaches a subject related to your major.

Name	Course/Program	Office Phone Number

PLEASE NOTE: Only students who possess the minimum qualifications for the IN-D'MAND Program, as specified on the Application Information sheet (attached), will be considered for admission to the program. Applicants should understand that the possession of these minimum qualifications is no guarantee of an internship placement, as selection is competitive.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. I also authorize my former employers and other individuals to give information concerning me whether or not it is in their records. I hereby release them and their companies from any liability whatsoever.

I further understand that written and/or verbal references are confidential and will not be made available to me. I expressly and voluntarily waive any rights I may have to access such references under the Family Education Rights and Privacy Act of 1974.

_____ _____

Signature of Applicant Date

De Anza College
IN-D'MAND Program
21250 Stevens Creek Blvd.
Cupertino, CA 95014
(408) 864-8223

De Anza College

IN-D'MAND Program
Faculty-Staff Reference Form

Reference for:

_____

Please give your candid assessment of this student. Return this form to the IN-D'MAND box in the mailroom as soon as possible.

Note: This student has waived his/her rights under the Family Education Rights and Privacy Act of 1974 to inspect this reference; therefore it is CONFIDENTIAL.

	Out-Standing	Above Average	Average	Poor
Reliability				
Interest in Learning				
Willingness to Follow Directions				
Ability to Get Along with People				
Academic Ability				
Communication Skills				

Comments: _____

_____

Verification of Student's Eligibility:

Nature of Disability _____

Minority _____

Receives Financial Aid Yes _____ No _____

_____

Print Your Name/Division

_____

Your Signature Date

De Anza College

IN-D'MAND Program

File Checklist

Date: _____ Student: _____

Program Candidate:

Interested Student Sheet	Yes _____	No _____
Student Contact Sheet	Yes _____	No _____
Application Form	Yes _____	No _____
Transcripts	Yes _____	No _____
References (2)	Yes _____	No _____
Personal Statement	Yes _____	No _____
Contract Agreement	Yes _____	No _____
Resume	Yes _____	No _____
Candidate Update Form	Yes _____	No _____
Student Interview Forms	Yes _____	No _____

IN-D'MAND Intern:

Internship Assignment Form	Yes _____	No _____
Student Internship Evaluation Sheet	Yes _____	No _____
Student Program Evaluation Forms	Yes _____	No _____

_____ _____ _____

FILE COMPLETE DATE SIGNATURE

De Anza College

IN-D'MAND Program

Vocational Education Data Form*

For Compliance with VEA Funding for Disadvantaged Category

1.0 Identification of Student

Date: _____

Name: _____ Quarter: _____

SS #: _____ D.O.B.: _____

Sex: ____M ____F

==========

2.0 Identification of Student as Vocational Student

Vocational Status (major/program): _____

_____

____ Acceptance into a vocational education program

____ Enrollment in a vocational education course as per SAM or college index

____ Self-identified

Documentation (specify): _____

Statement of Vocational Goals

I, _____, intend to pursue educational training in
(print your name)

_____ .
(vocational program or major)

_____
(Signature of Student)

* Follows Documentation Guide for Use of VEA Funds

3.0 Identification of Disadvantagement

3.1 Academic ____

____ Limited English Proficiency

____ English Speaking (eg., Learning Disabled)

____ Below Grade Level/Remediation

Placement Test Scores (if available):

English _____ Date _____

Math _____ Date _____

Documentation: ____Transcript ____Class Schedule ___Placement Test Scores

Other (Specify) _____

3.2 Economic ___

____ BOGG Eligible (Method A and B only)

____ Income

Documentation: ____BOGG ____Untaxed Income Verification Form ____ Tax Return

Other Indicators: _____

_____

_____

Staff Signature: _____

Title: _____

4.0 Written Plan - Describe Services to Address Disadvantagement

_____

_____

_____

_____

De Anza College

IN-D'MAND Program

Student Contact Record

(Counseling Notes)

Name _____ Quarter _____

SS# _____ Major _____

Record as follows:

Date: (Time Spent); Comments; Initials

.1=0-15 mins, .2=16-30 mins, .3=31-45 mins, .4=46-60 mins

De Anza College

IN-D'MAND Program

Interviewing Guide

This guide is designed to assist interviewers to achieve the goals of the IN-D'MAND Program within the interviewing process and to orient applicants to the program by clarifying any procedural questions.

1. Providing Information about the Program and Application Process

After an applicant is initially screened through the application, we can move on to the next step, the interviewing process. Interviewers will be staff members (representing the divisions sponsoring the program) and the Program Coordinator. Students will need to interview at least once to be accepted into the IN-D'MAND Program. If the interviewer feels unable to make a decision based on this interview and the application material, s/he may suggest that the student take another interview with another staff member or ask the Coordinator if additional information is available on the student that may help (e.g., grades, diagnostic information concerning disabilities, Placement Test Scores). If the candidate is acceptable to the staff interviewer and the student is recommended for the program, the Program Coordinator is then committed to offering the student to a company.

At this point the student is a provisional intern for the IN-D'MAND Program pending placement in a company. The student will then be consulted concerning what placements are available. Student input and preferences concerning job descriptions will be considered. However, student preference for placement in certain companies will not be a priority. The priority is for them to get work experience in a career-related position. When an appropriate job description is found, an interview will be arranged with a representative of the company. During this interview the student and the representative will be assessing the quality of match between student and position. If the interviewer finds the student acceptable and vice versa, the match has been made. We can then negotiate issues like working hours, space, duties (goals), salary, and so on. Once placed, students will be tracked by Cooperative Education and will need to attend Co-op orientation and comply with Co-op regulations.

The interviewer should also play a role as "coach" within the interview, perhaps offering tips, advice, and information about interviewing itself. Within business and professional cultures, interviewing is a crucial skill as well as an essential task and we want to expose students to this experience as realistically as possible in a somewhat "safe" setting where they can practice these skills. Eliciting the candidate's expectations/anxieties about interviewing may assist interviewers to know where they need counseling the most.

We hope to convey a message to students throughout the process of interacting with the IN-D'MAND Program and staff that we are looking for what is right for the individual. Students who are not accepted for placement this quarter may be appropriate in the future. In fact, they may consider adjusting their Individual Educational Plan to accommodate their goal of doing an internship with us to benefit from it in the maximum capacity. These are sentiments and ideas we want to convey during the interviewing process.

2. Choosing Candidates

Reciprocally, interviewers are seeking to make a judgment about the student's ability to contribute to and benefit from our program. Characteristics of a good candidate include: sincerity, motivation, communication and inter-personal skills, dependability, discipline, organization, commitment, and the ability to make a contribution and bring a task or goal to completion.

3. Referral to Other Services

During the course of the interview it may become clear that the student is in need of other services, either on campus or in the community, such as counseling, social services (their income may be affected by their participation in the program and this should be investigated promptly), daycare, and so on. They may be referred to the Coordinator if the interviewer is unsure of where help can be found.

4. Expectations of the Program

The interviewer should make the student aware of what is expected of participants in the program, as well as what can be expected from IN-D'MAND Program staff, the company, supervisor, and position. This information should include mention of obligations to work within the company's regulations for all

employees, to comply with agreements and responsibilities as an intern in the company (including setting and pursuing the specific goals set for them by their supervisor), to work jointly with the Cooperative Education Department, and to conscientiously maintain the necessary standing for the IN-D'MAND Program and involvement with the staff. This would include the responsibility to inform the Coordinator if any difficulties arise at school, in placement, or in their personal life that may affect their participation in the program.

5. Interview Questions

In light of this script and the objectives of the program, the following questions have been designed. They should be asked of each candidate as a standard format in the interview.

1) Why have you applied for the IN-D'MAND Program?

2) How did you decide on your career goal?

3) Are there problems that you feel could prevent you from staying in the program and completing an internship?

4) How will you manage your class schedule, internship, and other personal responsibilities?

5) How confident do you feel to work in a position related to your major?

6) What are your expectations about working in a large company?

7) What experience have you had in interviewing for a job before?

9) Can you tell me about an achievement or activity in your past, whether at school, work, or in your personal life that you feel proud of?

10) How do the offerings of the IN-D'MAND Program fit your educational or career goals? OR How do you feel the IN-D'MAND Program is right for you?

De Anza College

IN-D'MAND Program

Interviewer's Comment Form

Date: _____ Quarter: _____

Student Profile:

Name: _____ SS#: _____

Major: _____ Job Interest: _____

Response to Questions:

1) _____

_____

_____

2) _____

_____

_____

3) _____

_____

_____

4) _____

_____

_____

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5) _____

_____

6) _____

_____

_____

7) _____

_____

_____

8) _____

_____

_____

9) _____

_____

_____

Additional comments: _____

_____

Student Accepted into Program? Yes____ No____

Explain Reasons: _____

_____

De Anza College

IN-D'MAND Program

Job Order Form

Date _____

Contact: _____ Phone _____

Employer: _____ Phone _____

Address: _____

Job Title: _____

Duties: _____

_____

_____

Required Skills: _____

_____

_____

Job Length (or Start Date and Termination) _____

Hours: _____ Days: _____ Application Deadline: _____

Career Path: _____

Eligible Candidates: _____

_____

_____

_____

De Anza College

IN-D'MAND Program
Company Contact Record

Date: _____

Company: _____

Contact: _____ Phone: _____

Address: _____

To Do: _____

_____

Date: _____

Company: _____

Contact: _____ Phone: _____

Address: _____

To Do: _____

_____

Date: _____

Company: _____

Contact: _____ Phone: _____

Address: _____

To Do: _____

_____

De Anza College

IN-D'MAND Program

Company Recruiting Letter

De Anza College

IN-D'MAND Program

Internships for Disabled, Minority, and Disadvantaged

Date

Mr. John Doe/Ms. Jane Jones
SANTA CLARA COUNTY
10 W. Hedding, 10th Floor
San Jose, CA 95110

Dear Mr. Doe & Ms. Jones :

Thank you for the opportunity to introduce myself and the IN-D'MAND Program to you in our recent telephone conversation. De Anza College is an institution with a reputation for innova-tive and progressive student programs and IN-D'MAND is no exception. It is timely, unique, and much needed in both campus and community settings.

I am enclosing materials that will help further acquaint you with our program's design and function. This includes our guidelines, student application form, and college catalogue, which lists all courses and programs available. I will contact you once you have had time to review this material to answer any questions you have and schedule a meeting to present the program in further detail. I appreciate your interest in IN-D'MAND and De Anza College and look forward to meeting with you.

Sincerely,

Program Coordinator

/PC

Enclosures

De Anza College

IN-D'MAND Program

Why Co-op?

Benefits to Employers*

- Improves employer-employee communication and productivity by setting clear, measurable goals and objectives.
- Enhances employee motivation and improves job stability.
- Assists in training of personnel, especially if co-op students are used to train one another.
- Provides an excellent source of pre-screened, temporary, and potentially permanent personnel available at no cost to employers.
- Assists senior level personnel and relieves their heavy workload and alleviate work backlog to allow time for new projects.
- Enhances company public relations and image on campus for the recruitment of graduates. Students returning from co-op are public relations representatives for their employer.
- Saves money: co-op students are often paid less than new hires and companies are not obliged to pay benefits.
- Fulfills company Affirmative Action plans.
- Provides new ideas and view points from qualified, enthusiastic personnel fresh from an educational environment.
- Exposes potential employees to the benefits of your work place at a formative level and allows companies to observe them on their own equipment and turf without obligation to hire.
- Connects industry to education giving companies the opportunity to support the education of the State's youth and help shape curriculum.

* *The 1988 WRC Index*. Atascadero, CA.: Western Resource Center for Cooperative Education, 1988: 155-156.

De Anza College
IN-D'MAND Program

Resume Packet Letter

De Anza College

IN-D'MAND Program

Internships for Disabled, Minority, and Disadvantaged

Date

Dear Program Participant:

IN-D'MAND Program continues to grow rapidly. We almost doubled our placements during the busy Winter quarter. We are currently working with nearly twenty students in placement and five corporations. Our greatest need is still for more placements to fill the overwhelming demand from our 250 prospective student interns.

Enclosed you will find applications for our Internship Candidates who are currently available for placement for Spring and Summer quarters. There are more than thirty applicants who are ready to begin placements when the new quarter begins [date]. All NEW candidates will be enclosed in this package. Please call me for resumes of students on the list that you are interested in but did not receive.

I will contact you shortly to see if you have any questions, job descriptions, or are interested in particular candidates. It is possible to place interns at any point during the academic year. Thank you for interest in the IN-D'MAND Program.

Sincerely,

Program Coordinator

/PC

Enclosures

De Anza College

IN-D'MAND Program
Candidates List

Fall - 1990

** FOR HUMAN RESOURCES OFFICE USE ONLY **

Student Name	Category*			Major
Student 1	M	DS		General Engineering
Student 2		DS		Computer Studies
Student 3	M			Computer Science
Student 4		DS		Accounting
Student 5		DS		Paralegal
Student 6	M	DS	DA	Transportation
Student 7	M			Math/Computers
Student 8	M		DA	Paralegal
Student 9	M	DS		Computer Programming
Student 10		DS		Paralegal
Student 11	M		DA	Administration of Justice
Student 12	M			Human Resources (AA/EEO)
Student 13		DS		Computer Operator
Student 14	M			Human Resources (AA/EEO)
Student 15	M	DS		Medical Research/Business

M = Minority **DS = Disabled** **DA = Disadvantaged**

De Anza College

IN-D'MAND Program

Candidate Update

SPRING/SUMMER

Student 1	Word Processing
Student 2	General Engineering
Student 3	Quality Assurance
Student 4	Word Processing
Student 5	Paralegal
Student 6	Transportation
Student 7	Math/Computers
Student 8	Paralegal
Student 9	Paralegal
Student 10	Computer Programming
Student 11	Computer Programming
Student 12	Accounting
Student 13	Human Resources (AA/EEO)/Law
Student 14	CAD Operator - Drafting
Student 15	Medical Research/Business
Student 16	Paralegal
Student 17	Computerized Accounting
Student 18	Epidemiology
Student 19	Drafting
Student 20	Computers
Student 21	Human Resources (AA/EEO)/Law
Student 22	Computer Programming

De Anza College

IN-D'MAND Program

Candidate Resumes Sent to Companies Form

Company _____ Contact _____

Student	Date	Major

De Anza College
IN-D'MAND Program

Latecomers Letter

De Anza College
IN-D'MAND Program
Internships for Disabled, Minority, and Disadvantaged

Date

Dear Program Participant:

Enclosed are three "late-comers"—candidates who finished their application process too late in the quarter to go out with our earlier Spring Quarter mailing. Please review their applications and resumes for a possible match with your human resource needs. We have added four new placements to our total this quarter and are eager to see more of our candidates put to use in your companies.

Many of you are now recruiting for your summer work programs. Why not take on an IN-D'MAND intern and keep them for the Fall Quarter as well? Please do not hesitate to contact me with your questions or specific needs.

Sincerely,

Program Coordinator

/PC

Enclosures

De Anza College

IN-D'MAND Program

Candidate Update Form

Name _____ Quarter _____

Have you changed or refined your career objective? Yes _____ No _____
(If yes, give details on back of this sheet)

Are you currently enrolled at De Anza College? Yes _____ No _____

Do you plan to enroll at De Anza next quarter? Yes _____ No _____

When do you plan to graduate/transfer? Quarter _____ Year _____

List new coursework in your major completed or in progress (include units):

_____ _____

_____ _____

_____ _____

New Employment or Work Experience? (If yes, give details on back)

New Skills or Vocational Training? (If yes, give details on back)

Awards/Certificates Acquired _____

_____

Accommodations needed – Wheelchair Access/Other _____

_____

Transportation needs/Job Location requirements _____

_____

Phone/Address change: Phone number: _____

Address: _____

_____

De Anza College

IN-D'MAND Program

Condensed Application Form

Name: Date:

Phone:

Address:

Citizenship/Immigrant Status:

Major:

Internship Position Desired:

Physical accommodations/
adaptive equipment needed:

Relevant Course Work:

Employment History:

Dates (mo./yr.)	Employer	Position

Comments:

NOTE: Any inquiries concerning IN-D'MAND students should be directed to the Program Coordinator.

Program Coordinator

De Anza College
IN-D'MAND Program

Condensed Application Form
(Sample)

Name: Firstname I. Lastname Date: 9/21/90

Phone: (408) 123-4567

Address: 1234 Any Street, Santa Clara, CA 95054

Citizenship/Immigrant Status: U.S. Citizen

Major: Computer Information Systems (CIS)

Internship Position Desired: Computer Programmer

Physical accommodations/
adaptive equipment needed: Wheelchair access, assistive computer devices

Relevant Course Work:
Bachelor of Science, Industrial Engineering - Stanford University, June 1989.

Employment History:

Dates (mo./yr.)	Employer	Position
8/88 - 10/89	Intel Corporation	Database Administrator
6/86 - 9/86	Woodside Electronics	Electronic Technician
6/85 - 9/85	Dept. of Health & Safety, Stanford University	Health & Safety Specialist Assistant
6/85 - 9/85	Certified Public Accountants Foundation	Printer's Assistant

Comments:

NOTE: Any inquiries concerning IN-D'MAND students should be directed to the Program Coordinator.

Program Coordinator

De Anza College
IN-D'MAND Program

Resume Form

Firstname I. Lastname
Address
City, State Zip

OBJECTIVE:

EDUCATION:

Related Coursework

EMPLOYMENT:

SKILLS:

REFERENCES: Available upon request.

De Anza College

IN-D'MAND Program

Resume Sample

Firstname I. Lastname
(408) 123-4567

1234 Any Street
Santa Clara, CA 95054

Objective: To obtain a position as a Computer Programmer.

Education: Bachelor of Science, Industrial Engineering, with emphasis in Computer Programming. Degree received in June 1989 from Stanford University.

Skills:
- Languages: PASCAL, COBOL, BASIC, FOCUS
- Systems: IBM 3090 mainframe (IMS/VS, MVS, XA, TSO, CIS)
- Fluent in speaking and reading Spanish

Experience:

8/88 - 10/89 **Database Administrator**, Intel Corporation, Santa Clara, CA
- Provided standards for, and controlled administration of databases and their use
- Trained in the Corporate Information Systems environment
- Knowledgeable in DBA
- Worked in the IBM 3090 mainframe environment

6/86 - 9/86 **Electronic Technician**, Woodside Electronics, Sunnyvale, CA
- Tested and maintained electronic sorters on harvesters
- Maintained inventory and ordered supplies
- Traveled extensively throughout California

6/85 - 9/85 **Health & Safety Specialist Assistant**, Department of Health & Safety, Stanford Medical Center
- Supervised inspection and certification of laboratories
- Researched and classified chemicals used in laboratories

6/85 - 9/85 **Printer's Assistant**, Certified Public Accountants Foundation, Palo Alto, CA
- Assisted in the printing of brochures

De Anza College

IN-D'MAND Program

Candidate Interview Referral Form

Student Name: _____

Interview Time: _____ Interview Date: _____

Company: _____

Contact: _____ Phone: _____

Address: _____

Directions: _____

_____

Candidate Interview Summary

Interviewer(s): _____

Position: _____ Supervisor: _____

Duties: _____

_____

Skills Required: _____

Hours per week: _____ Days of the Week: _____

Shift: AM ___ PM ___ Both ___ Length of Internship_____

Starting/Finishing Date: _____

Comments: _____

_____

Please return this form to the IN-D'MAND Office after the interview.

De Anza College

IN-D'MAND Program

Questions for Interviewer

Q. _____

A. _____

_____

Q. _____

A. _____

_____

Q. _____

A. _____

_____

Do not fill out bottom portion. Please return it to the IN-D'MAND Office.

Interview Follow-up

(For Office Use Only)

Second Interview? Y____ N_____

Candidate Hired? Y_____ N_____

Comments: _____

_____

3. Future Action: _____

_____

De Anza College
IN-D'MAND Program

Candidates Sent for Interviews

Date	Candidate/Company	Interviewer Comments	Results

De Anza College

IN-D'MAND Program

Placement Procedures

Placement Procedures: once placed, you must take the following steps:

Each Quarter

• Sign up for Co-op	Every quarter of your internship
• Class Enrollment	Enroll in 10 units (Co-op units are included in this number) during the school year and enroll in at least one class during the summer

Each Month

• Internship Update	Call in or stop by at least once a month to let us know how you are doing

Internship Completed

• Program Evaluation	Complete forms to evaluate the IN-D'MAND Program and internship experience
• Exit Interviews	At the internship site, if required At the IN-D'MAND office

We are here to support you during your internship. Please call our office immediately at (408) 864-8377 if you are experiencing any difficulties or have questions or concerns. Good luck to you!

De Anza College

IN-D'MAND Program

Internship Assignment Form

Student _____ SSN# _____

Employer _____

Address _____

Location _____ Phone _____

Supervisor(s) _____ Phone _____

Job Title:_____ Start Date _____

Assignment: _____

_____

_____

Days _____ Hours _____

Minimum of 10 hours? Yes ____ No ____

DAC STATUS: Date _____ Quarter _____ Units _____

GPA _____ Enrolled in Co-op? Yes ____ No ____

Placement Visit Made? Yes ____ No ____ Date _____

Comments _____

_____

Follow-up _____

_____

De Anza College

IN-D'MAND Program

Student Acceptance and Service Agreement

I, _____ _____,

Name (Print First, M.I., Last) Social Security Number

as a condition of accepting and receiving services through the IN-D'MAND office, will:

1. Enroll in 10 units each (Fall, Winter, Spring) quarter and 1 course in summer while maintaining a 2.5 GPA.

2. Contact or visit the IN-D'MAND office at least *once per quarter* to update my file and resume.

3. Inform the IN-D'MAND staff when and if I experience any difficulty which may affect my school performance.

4. Notify the IN-D'MAND office *immediately* of phone or address changes.

5. Set and complete an exit interview with the IN-D'MAND Program Coordinator when I complete my educational objective or withdraw from De Anza College for any reason. At that session, I will provide, if applicable, the status of my transfer activity.

6. Should I receive an internship assignment, enroll in Co-op every quarter for the length of my internship.

7. Contact the IN-D'MAND office immediately when and if I experience any problems at my internship site.

8. Upon completion of my internship, comply with exit interview procedures at my company, if applicable, as well as complete an exit interview with the IN-D'MAND office.

I clearly understand that the terms of this agreement between the IN-D'MAND Program and me are mutually binding and that if I do not fulfill the above-stated responsibilities, I may jeopardize my continued program eligibility.

_____ _____

Staff signature/date Student signature/date

De Anza College

IN-D'MAND Program
Intern Status Report

Date

** FOR INTERNAL USE ONLY **

Name	Company	Assignment	Career Goal	Category
Student 1	IBM	Supplemental Engineer	Computer Programmer	Legally Blind, FA
Student 2	IBM	Assistant Programmer	Programmer/ Systems Analyst	Legally Blind, FA
Student 3	IBM	Systems Programmer	CIS/Business Option	Minority, FA, ESL
Student 4	Lockheed	Commercial Artist	Graphic Artist	Back injury
Student 5	Lockheed	Administrative Assistant	Admin. Assistant/ Word Processing	Minority, ESL
Student 6	NASA/Ames	Engineering	Mechanical Engineering	Arthrogryposis
Student 7	Syntex	Computer Operator	Computer Operator	Semi-Hemiparalysis
Student 8	Syva	Accounting/Finance	Business Administration	Minority
Student 9	IDEC	Lab Assistant	Lab Assistant	Learning Disability, FA, Minority

De Anza College

IN-D'MAND Program

Student Evaluation - Internship

Name _____ Internship Position _____

Company _____ Length of Internship _____

Department _____ Supervisor _____

Division _____ Supervisor's Title _____

Please take five minutes to complete this evaluation of your experience as an intern in the IN-D'MAND Program. Your responses will help determine the value of your internship, both for you and for students in future internships.

Please circle the phrase which best describes your experience:

1. My internship was a significant part of my educational experience

   Strongly agree Agree Disagree Strongly Disagree

2. My internship assignment was related to my career training

   Directly related Somewhat Indirectly Not at all

3. My skills matched my assignment

   I was overqualified Just right Fell short Not at all

4. My internship helped me define or refine my career goals

   Significantly Modestly A little Not at all

5. Throughout the internship, I worked up to my potential

Consistently For the most part Sometimes Never

6. My supervisor served as a mentor to me

Consistently For the most part Sometimes Never

7. My ideas and suggestions were considered or implemented

Consistently For the most part Sometimes Never

8. I was invited to participate in departmental activities such as staff meetings

Consistently For the most part Sometimes Never

9. I worked on

A variety of projects A few projects Only one project

10. Would you accept permanent employment if offered

Of course Maybe No thank you

Please add comments for any item you would like to clarify. If you prefer to share your comments with the Program Coordinator in person rather than write them down her, please do so.

De Anza College

IN-D'MAND Program

Supervisor Evaluation - Internship

Name _____ Intern's Name _____

Company _____ Internship Position _____

Department _____ Length of Internship _____

Division _____

Please take five minutes to complete this evaluation of your experience as a supervisor in the IN-D'MAND Program. Your responses will help determine the value of the internship, both for you and your company as well as for students in future internships.

Please circle the phrase which best describes your experience with the internship; this is *not* an evaluation of the intern's performance:

1. The intern's assignment was related to his/her career training

   Directly related Somewhat Indirectly Not at all

2. How did the intern's skills match the assignment?

   Overqualified Just right Fell short Not at all

3. I believe the intern defined or refined career goals

   Significantly Modestly A little Not at all

4. I observed the intern working up to potential

   Consistently For the most part Sometimes Never

5. The intern responded to my role as mentor

   Consistently For the most part Sometimes Never

6. The internship filled a need in my department

   Critical need Important need Not critical

7. The intern worked on

   A variety of projects A few projects Only one project

8. This internship compares to other internships I am familiar with

   Superior Comparable Inferior No basis for comparison

Please add comments for any items above: _____

_____

_____

_____

The Western Resource Center for Cooperative Education cites many benefits of internships to employers (*The WRC Index*, January, 1988). Based on your experience with IN-D'MAND internships in general, what is your opinion on the following?

SA = Strongly Agree; A = Agree; D = Disagree SD = Strongly Disagree

1. IN-D'MAND can provide my company with a continual pool of pre-screened, high-achieving students SA A D SD

2. IN-D'MAND offers a cost-effective screening program for recruiting highly-qualified students	SA	A	D	SD
3. IN-D'MAND provides a means for my company to maintain ongoing, positive contact with colleges	SA	A	D	SD
4. IN-D'MAND helps my organization attain EEO/AA goals	SA	A	D	SD
5. IN-D'MAND allows me flexibility in staffing	SA	A	D	SD
6. IN-D'MAND is an excellent source of professional and paraprofessional man-power	SA	A	D	SD
7. IN-D'MAND interns can free up our full-time employees	SA	A	D	SD
8. IN-D'MAND provides an opportunity for supervisors to acquire skills in managing and valuing diversity	SA	A	D	SD

Thank you for your assistance in evaluating the IN-D'MAND Program. We are eager to improve the program, both for students and employers. Your contribution is appreciated and valued.

IN-D'MAND Program Mail Log

Date	To Whom	What	Tickler date	Action date	Follow Up date

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De Anza College

IN-D'MAND Program

NEWS BULLETIN

IN-D'MAND is an internship program for students at De Anza College who are disabled or minority or financially disadvantaged (financial aid recipients). The IN-D'MAND Program works with local companies to place students in paid, part-time positions that are related to their majors.

The purpose of the program is to provide students with valuable work experience, while encouraging them to further their education and clarify their career goals. IN-D'MAND works hand-in-hand with Cooperative Education, which grants interns college credits for their work experience.

In addition to seeking job placements for students, the IN-D'MAND staff works with students, on a one-to-one basis, in the areas of professional resume writing, mock interviews and academic and/or career counseling. These services help to enhance student confidence, provide support, and help students to refine their professional job-seeking skills.

To qualify for the program, students must be disabled or minority or financial aid recipients (or be eligible). They also must have completed at least 24 college units, twelve of them in the major, and all units must be completed with a GPA of 2.5 or better. For more information, contact the Program Coordinator, at [Phone Number], or visit either of the EOPS offices.

De Anza College

IN-D'MAND Program

The IN-D'MAND Club Constitution

ARTICLE I - NAME OF ORGANIZATION

The name of the organization shall be **The IN-D'MAND Club.**

ARTICLE II -PURPOSE OF ORGANIZATION

The purpose of our organization is to provide students who are involved with Cooperative Education and Internship positions through the IN-D'MAND Program or other work-experience programs on campus, with an open forum and supportive environment in which to discuss their needs and ideas concerning their work and educational experiences.

One of our main goals, is to establish a lasting partnership with leaders in industry, in order to increase the flow of information and communication between students and professionals. This partnership will benefit those involved through increased awareness of eachother's needs, ideas and services. The club will do this by offering De Anza College students the opportunity to attend workshops, hear guest speakers from local industry, improve professional job seeking skills and learn about the advantages and opportunities of Internship and Cooperative Education.

In addition, the IN-D'MAND club will seek to advance Affirmative Action goals at De Anza College by involving students who are minority, disabled, and financially disadvantaged in positions of leadership. The club will seek to use internship and club activities as vehicles for improving student involvement and retention and transfer rates by providing an arena for personal growth and professional development.

ARTICLE III - MEMBERSHIP

Any member of the DASB is eligible to join our club.
Membership is limited to De Anza Students with a DASB card only.
Membership dues shall be $1.00 per quarter

ARTICLE IV - QUALIFICATION AND ELECTION OF OFFICERS

Section 1. President must have at least a **2.0 GPA.** Must not be on social probation for disciplinary reasons.

Section 2. Officers will include President, Vice President/Publicity Specialist, Secretary Treasurer and I.C.C. Representative & Alternate I.C.C Rep.

Section 3. Executive Council will consist of President, Vice President, Secretary and Treasurer and I.C.C. Representative & Alternate.

Section 4. Club election will be held Thursday, October 19, 1989.

Section 5. Election will be done by secret ballot by club members who have attended at least two meetings.

ARTICLE V - DUTIES OF THE OFFICERS

Section 1. President

A. Preside over all meetings.
B. Call special meetings.
C. Carry out the provisions of the constitution.
D. Appoint committees and chairman.
E. Oversee all committee activities.

Section 2. Vice President

A. Assume the duties of the president in their absence.
B. Perform any duties delegated to her/him by the president.
C. Act as official publicity and public relations specialist.

Section 3. Secretary

A. Keep accurate minutes of all meetings.
B. Act as correspondence Clerk.
C. Print and distribute agenda for all meetings.
D. Will be in charge of producing and distributing the club newsletter.

Section 4. Treasurer

A. Handle funds and finances for the club.
B. Keep financial records and collect dues.
C. Pay bills and release funds as voted by the general membership.
D. Make financial reports when called upon to do so.

Section 5. Inter-Club Council Representative & Alternate I.C.C Rep.

A. Attend all I.C.C. meetings.
B. Report the results of I.C.C. meetings to the club.

ARTICLE VI - EXECUTIVE COUNCIL

Section 1. The Executive Council shall meet once a month.

Section 2. Duties of the Executive Council

A. To formulate policy of the club between regular meetings and in case of emergencies, subject to approval of the general membership.
B. To execute policies determined by the general membership.
C. To govern the activities of the club.
D. To compile agenda for general meetings.

ARTICLE VII - IMPEACHMENT/REMOVAL AND REPLACEMENT OF OFFICERS AND MEMBERS

Section 1. All elected officers can be subjected to impeachment and removal by a two-thirds majority vote of the total membership.

Section 2. Grounds for impeachment are the lack of interest for the organization as a whole, placing personal wants above those of the organization, and any negligence, or form of misconduct which is damaging to the organization. An officer/member(s) may be impeached/removed only under the following conditions: there must be a quorum present during impeachment; two-thirds

of the members in attendance must vote; prior to impeachment, there must be one week's notice of intent publicized.

Section 3. Replacement of officers shall be filled in the following manner:

1. Existing out-going officers shall train incoming officers (if possible)
2. Club members shall nominate and elect new officers. A minimum of ten members must be present.
3. A majority vote rules.
4. Election announcements must be made at least one week in advance.
5. Club officers may not hold office for more than one year, unless they are re-elected by a majority of members in attendance.

ARTICLE VIII-MEETINGS

Section1. There must be public notice on the club board at least 3 days in advance.
Section 2. There must be a meeting at least once a month.
Section 3 There needs to be a quorum, (quorum of 50% plus 1 of the active or dues paying memberships) present in order to take care of financial action.
Section 4. Minutes must be kept of all financial action with the club secretary.
Section 5. The treasurer is responsible for maintaining an updated file of all financial transactions, records and receipts. The treasurer will need to make a written and oral report twice a quarter.

ARTICLE IX - COMMITTEES

Section 1. The standing committees of this organization shall be:
Club members who demonstrate an interest and committment to the various duties involved in carrying out club activities and events which support, enhance and promote the Club's purpose and goals. One member of the Executive Council shall be involved with the standing committee at all times. The number of standing committee participants shall vary according to the need and requirements of each particular activity and event.

ARTICLE X - ADVISOR

Section 1. The role of the IN-D'MAND Club Advisor is to work with club members to insure the success of the organization and maintain clear understanding of the purpose, role and requirements of the club. This may require proposing proper guidelines, activities and restrictions. Also, the Club Advisor will direct the club, when necessary, toward proper functioning in order to enhance and support the club and the college community in general.

ARTICLE XI - RESPONSIBILITIES

Section 1. This organization accepts full financial responsibility for all activities which bear its name as official sponsor, and will adhere to all College regulations. All publicity for an event must bear the name of the sponsoring organization(s).

ARTICLE XII - AMENDMENTS TO CONSTITUTION

Section 1. Any amendment change requires a 2/3 vote at a general meeting and then approval by the Inter-Club Council.

What's IN-D'MAND?

IN-D'MAND is an internship program created in partnership between industry and De Anza College. IN-D'MAND staff work with local employers to arrange six-month to one-year internships for disabled, minority and low-income students. Employers pay interns at entry-level rates. De Anza College charges no fees.

IN-D'MAND works in cooperation with De Anza's:

Cooperative Education Transfer, Career Planning & Placement Center

Extended Opportunity Programs & Services Intercultural/International Studies Division

Career Development & Employment Program Special Education Division

INDUSTRY ADVISORY BOARD

Eakins Open Systems

Hewlett Packard

International Business Machines

Lockheed Missles and Space Company

NASA/Ames Research Center

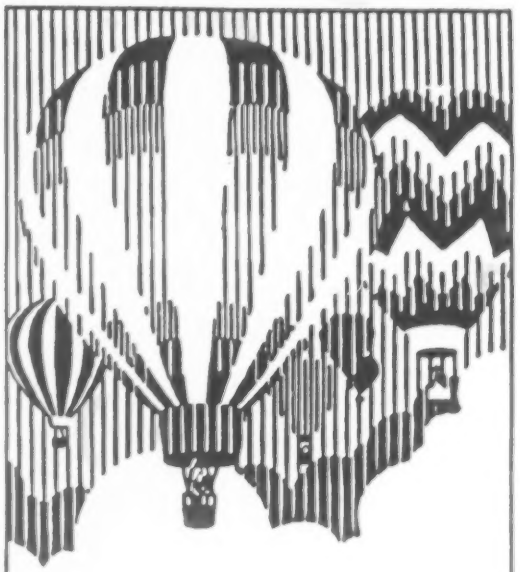
Northern Telecom

Precision Monolithics, Inc.

Syntex Corporation

De Anza College

21250 Stevens Creek Blvd.
Cupertino, CA 95014



IN-D'MAND

Internships
for
Disabled
Minority
And
Disadvantaged

A program of the
Intercultural/International
Studies Division
De Anza College

PROGRAM OFFICE
(408) 864-8377
(408) 864-8222

What kind of internships?

Interns work in entry-level positions related to the career programs they pursue at De Anza College, for example:

- Accounting
- Administration of Justice
- Business Administration
- Business Management
- Business Office Technology
- CBA (Microcomputer Business Applications)
- Child Development
- Computer Information Systems
- Drafting and Design Technology
- Electronics Technology
- Engineering Technology
- Film & TV Production
- Industrial Technology
- Machine Tool Technology
- Quality Assurance
- Technical Writing
- Transportation
- Word Processing

What are the benefits to my company?

- Rigorous screening of interns
- Continual pool of pre-screened, high achieving candidates
- Assistance for overloaded permanent employees
- Support to achieve company AA/EEO objectives
- No obligation to hire

What are the benefits to students?

- Practical career experience
- Exposure to corporate cultures
- Money for college expenses
- Credit towards graduation
- Improved career decision making
- Career mentoring

How do students qualify for my company's consideration?

- Rigorous pre-screening by IN-D'MAND staff
- Successful achievement of 24 college units, 12 in major
- Faculty recommendations
- Commitment to school and internship schedule

How can I participate?

- Tell the IN-D'MAND Coordinator about your staffing needs, or
- Review pre-screened resumes from IN-D'MAND
- Select from eager, qualified candidates
- Contact IN-D'MAND Program Office at De Anza College

Internships: More Than "A Job"

IN-D'MAND encourages employers to mentor interns in their career fields and guide interns as they negotiate their way into the world of work.

IN-D'MAND builds on the Co-Op model; the program staff develop and sustain contacts with local enterprises, serving as advocates for students who remain underrepresented in professional and technical careers.

Sponsored in part by the **De Anza Student Body** (1990-91)